

LANGUAGE LEARNING

LEVEL 5


MODULE

5



*Beasts, Birds, Bugs
and Us*





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Language Learning Level 5

Module 5

BEASTS, BIRDS, BUGS, AND US

Language Learning Level 5
Student Module
Module 5
Beasts, Birds, Bugs, and Us
Alberta Distance Learning Centre
ISBN No. 0-7741-0561-5

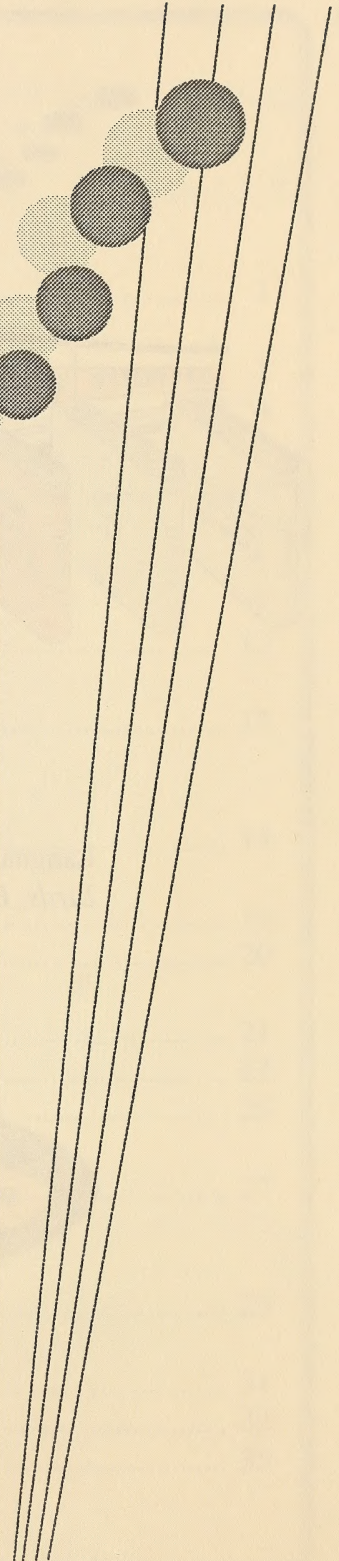
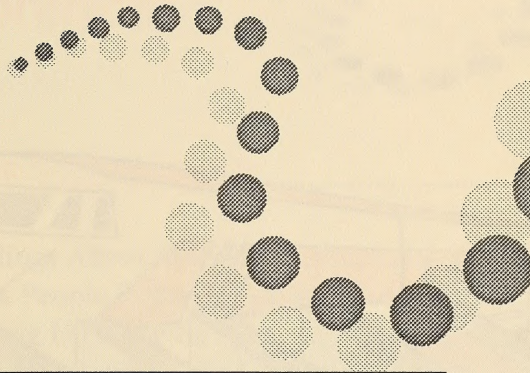
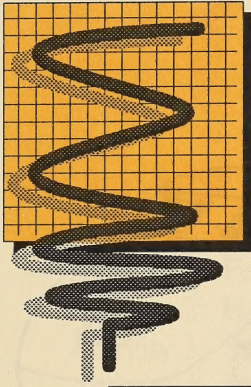
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Welcome to Module 5

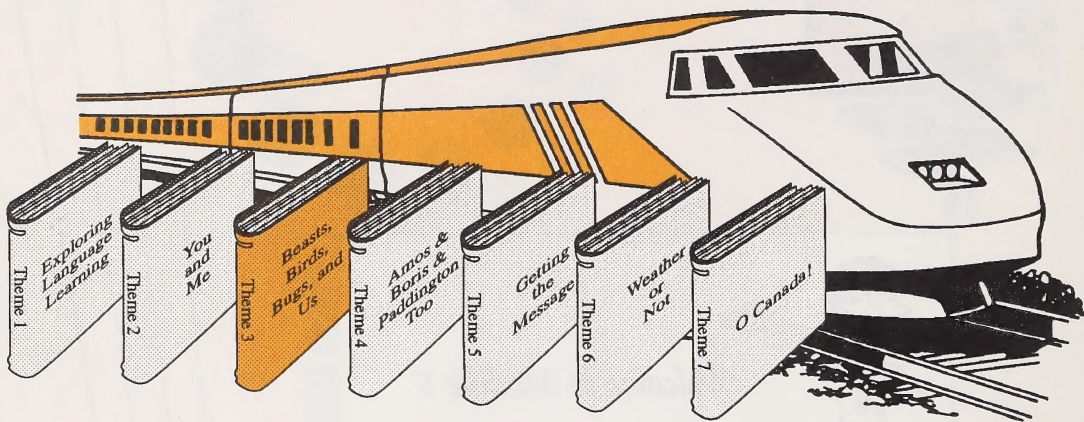
In this module you will begin your study of Beasts, Birds, Bugs, and Us.

To make your learning a bit easier, a teacher will help guide you through the materials.

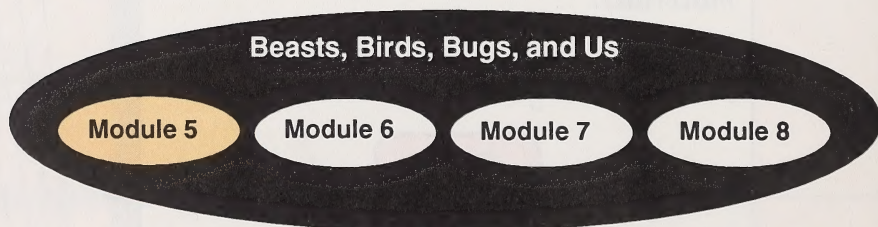
So whenever you see this icon,



turn on your audiocassette player and listen to the companion audio program for Module 5.



Language Learning Level 5 has seven themes. The theme *Beasts, Birds, Bugs, and Us* is in four modules.



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OVERVIEW OF THE THEME



Beasts, Birds, Bugs, and Us

What beasts, birds, and bugs have you seen in their natural surroundings? What animals have you seen in zoos? What pets have you had in your family? How do you feel about animals?

This theme will explore how people relate to animals. You will study the theme *Beasts, Birds, Bugs, and Us* in Modules 5 to 8.

Beasts, Birds, Bugs, and Us

Module 5

Module 6

Module 7

Module 8



To begin thinking about the theme *Beasts, Birds, Bugs, and Us* do the following activities.

Activity 1: Feelings About Animals

Listen as the poem on page 39 of *Springboards 4* is read on the companion audiocassette.



Talk about the poem with your learning facilitator and others. Discuss questions like these:

- What is Christina Rossetti's opinion about how people should relate to animals?
- Do you agree with her opinion? Why or why not?
- What examples of animals did the poet give in her poem?
- Why do you think she chose these specific examples?
- What other animal could the poet have included? Why?



Discuss the painting on pages 106 and 107 of *Tickle the Sun*. Talk about questions like these:

- What kind of bird is shown in the painting?
- What kind of food, water, and shelter does this bird need? What is its habitat?
- How does pollution and draining the wetlands affect the habitat of birds like the loon?



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Activity 2: How People Relate to Animals

People relate to animals in many different ways and places:

- in their homes



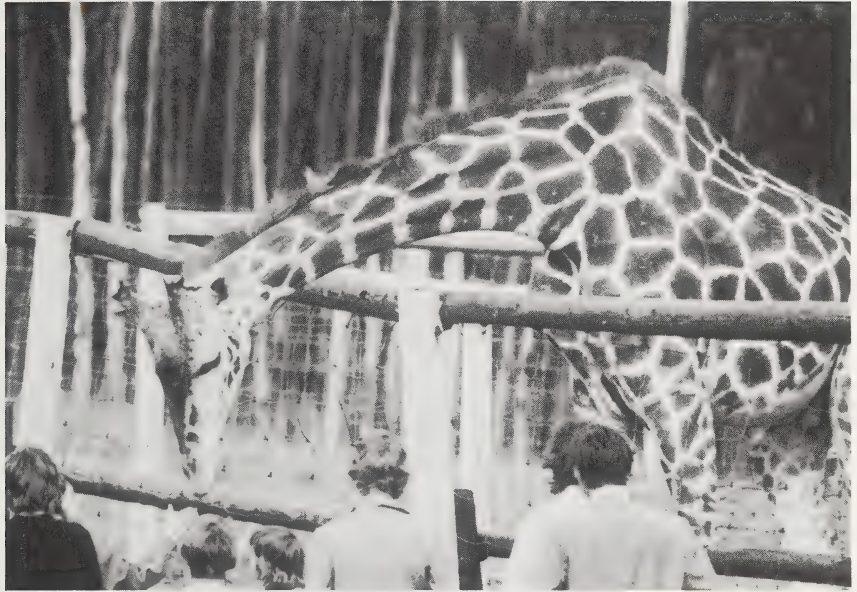
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- on farms

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• in zoos



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• in national and provincial parks



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• in circuses
and rodeos

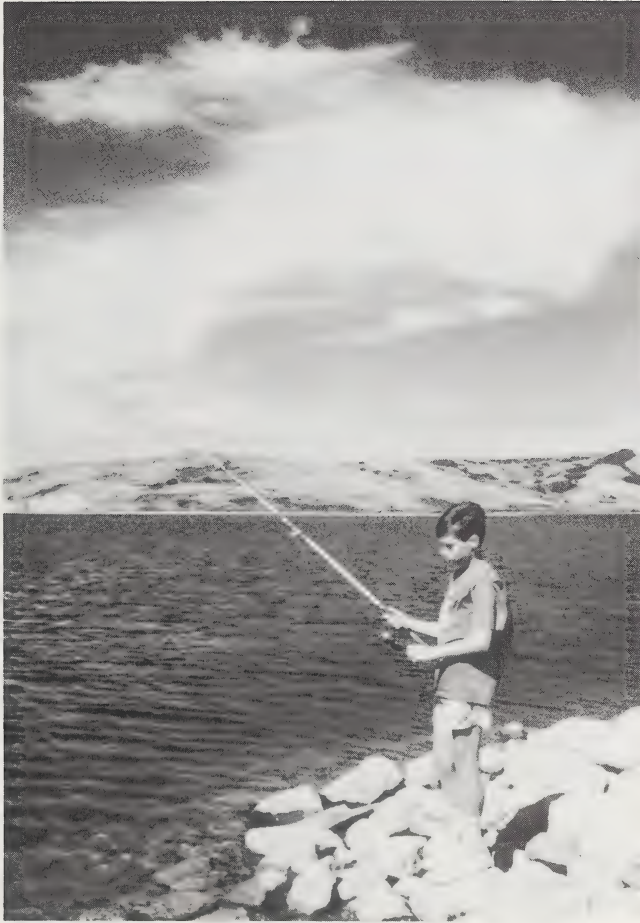


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• in work situations

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• on fishing and hunting trips

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With your learning facilitator and others talk about the good and bad ways people treat animals. Also discuss questions like these:

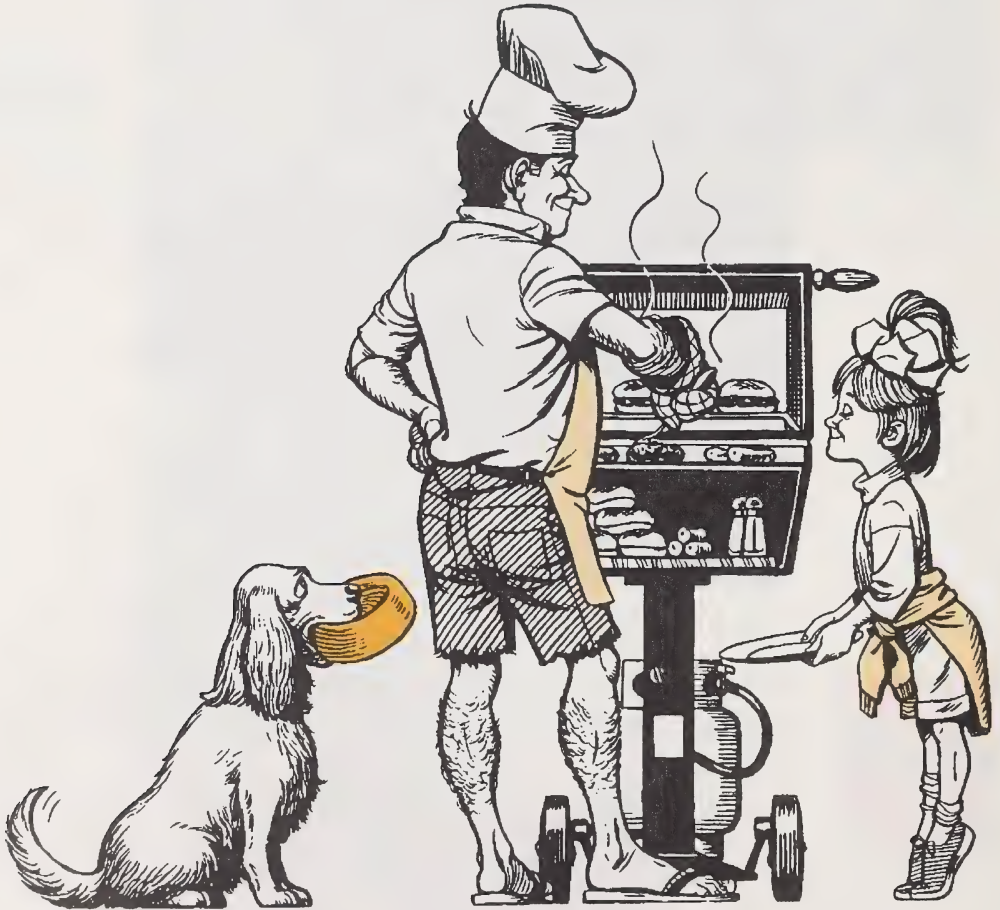
- How are animals like people? How are they different?
- Should we treat animals like people?
- Do animals have feelings? Are some animals more sensitive than others?



Activity 3: Setting Up a Theme Area

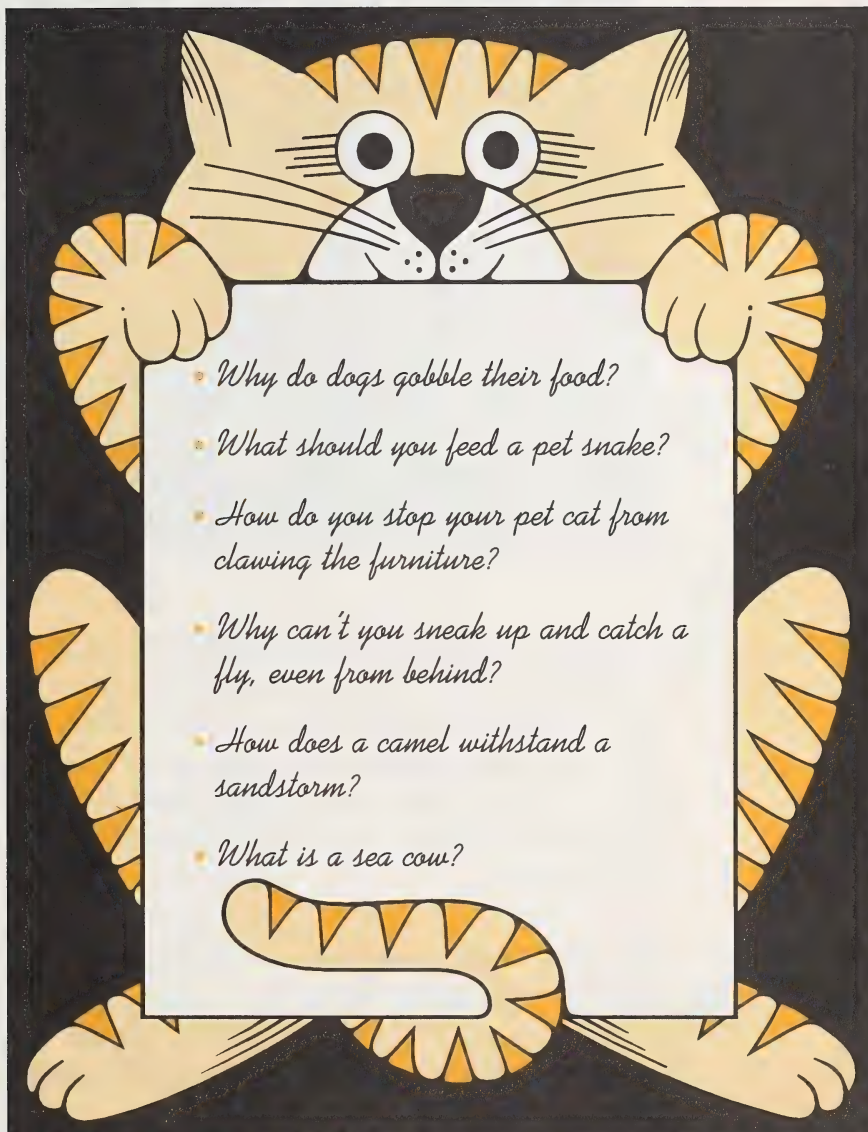
To create an environment for the study of *Beasts, Birds, Bugs, and Us* set up a theme area.

Begin by collecting magazine photographs, posters, cartoons, drawings, and illustrations about people and their pets.



As you progress through this theme you should expand and rearrange your collection to focus on other aspects of the theme.

Also begin a question and answer board in your theme area where you can post questions you have about animals and the answers you find through research.





Activity 4: Personal Reading and Research



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Display a variety of reading materials related to the theme *Beasts, Birds, Bugs, and Us* in your theme area. This collection could include magazines such as *Ranger Rick*, *OWL*, *Chickadee*, and *Pets*; non-fiction books such as *The Kids' Dog Book* and *The Kids' Cat Book*; and novels such as *Misty of Chincoteague*, *Socks*, and *Lost and Found*. You could also include pamphlets and encyclopedias.

Use these reading materials and others from the library for your personal reading and research.

Keep a list of your personal reading in the assignment booklet for each module.

Assignment
Booklet

MODULE 5

Module 5 contains three sections:

**Section 1:
Pet
Friends**

**Section 2:
Views About
Pets**

**Section 3:
Feelings About
Pets**

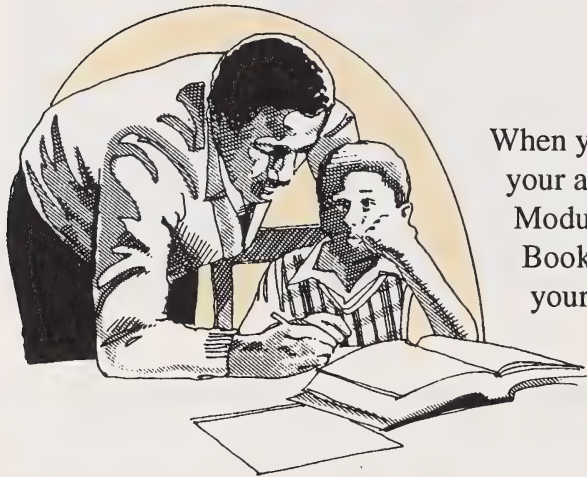
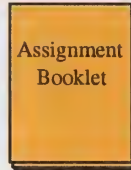
It also contains a Module Follow Up and a Module Conclusion.





Evaluation

When you have completed the activities in this module, you will be asked to work in your Module 5 Assignment Booklet.



When you have completed all your assignments in your Module 5 Assignment Booklet, share them with your teacher.

When you get the assignment booklet back from your teacher, be sure to read the comments and discuss your progress with your learning facilitator.

Pet Friends

1



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How are pet friends like people friends? How are they different?

In this section you will read about pet friends, write a character sketch about a pet, and role-play an imaginary conversation between pets.





Getting Ready

Activity 1: Pets

People have had animals as companions for hundreds of years. The most popular pets are dogs and cats, but nearly any animal can be a pet.



1. Check the kinds of pets you have had in the past or have now.



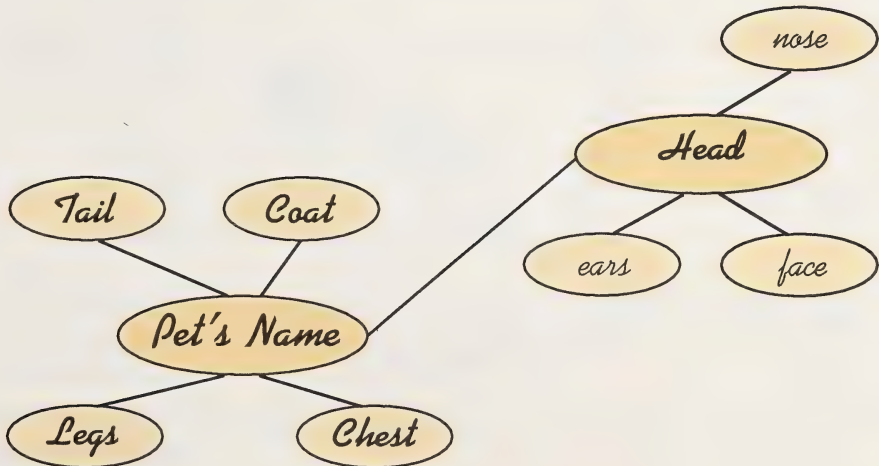
- ☐ dog
- ☐ cat
- ☐ rabbit
- ☐ budgie
- ☐ canary
- ☐ parrot
- ☐ hamster
- ☐ guinea pig
- ☐ mice
- ☐ gerbil
- ☐ snake
- ☐ turtle
- ☐ goldfish
- ☐ tropical fish
- ☐ other

2. What other kinds of animals could be pets?

3. What kind of pet would you like to have? Why?

4. Think about your present pet, a pet you used to have, or a pet you would like to have. How do the different parts of the pet’s body look and feel?

- a. Make a drawing of your pet.
- b. Now make a web of words to describe your pet. You could begin your web like this:



Store your drawing and your web in your binder. You will be using them in Activity 4.



Exploring



Activity 2: Mutt and Molly

Listen as excerpts from two novels are read on the companion audiocassette. Try to visualize the animals that are described.



Discuss questions like these with your learning facilitator and others:

- Which dog would you like best as a pet? Why?
- Which word picture did you enjoy most? Why?

Now read the following descriptions silently. Pay particular attention to the words each writer has chosen to describe each dog.

Mutt

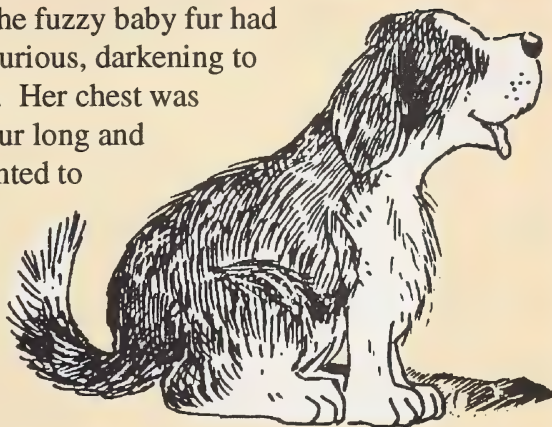


... Mutt ... had a handsome black and white coat of fine, almost silky hair, with exceptionally long “feathers” on his legs. His tail was long, limber, and expressive. Although his ears were rather large and limp, his head was broad and high-domed. A black mask covered all of his face except for his bulbous nose, which was pure white.

-from *The Dog Who Wouldn't Be* by Farley Mowat

Molly

... Molly was now nearly six months old and her coat had changed. The fuzzy baby fur had become long and luxurious, darkening to a rich reddish brown. Her chest was snow white and the fur long and wavy so that you wanted to bury your face in it. She had four white feet and a white tip on the last few inches of her tail. There was a narrow white streak that ran down her forehead and spread out over her nose.



- from *Molly – The Dog Who Wouldn't Quit* by Charles Perkins

Underline the describing words in the two excerpts.

Discuss the descriptions with your learning facilitator and others. Talk about questions like these:



- Do you know the meanings of all the words? If not, talk about what you think the words mean from the context. Then check the meanings in a dictionary.
- How do the authors describe each dog's head, face, nose, ears, body, coat, chest, legs, and feet?
- In what order does each author give descriptive details about the dog?

Put the descriptive words in a chart like this:

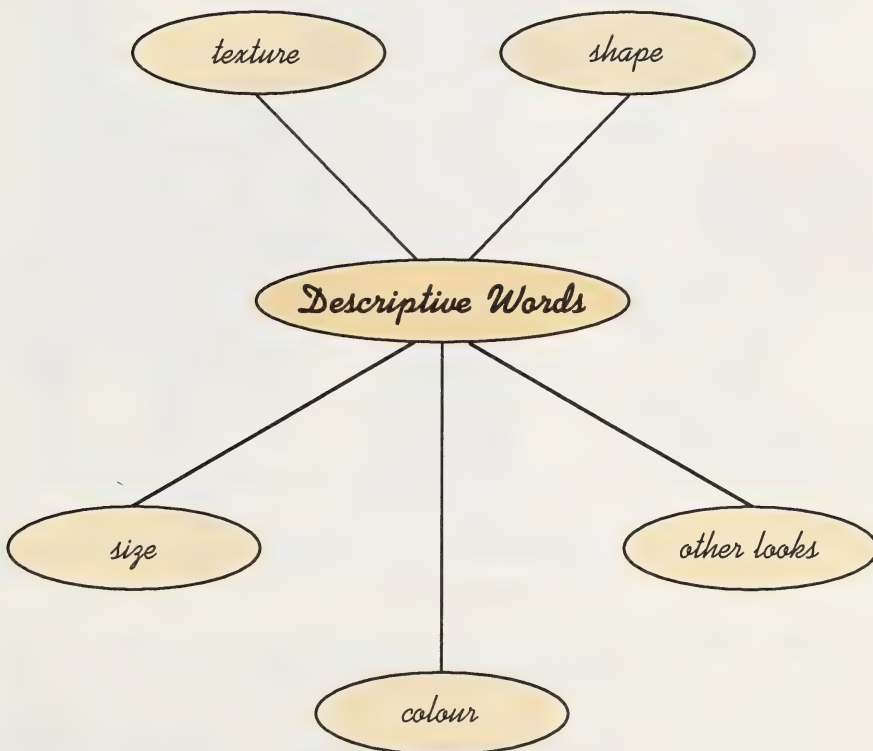
	Mutt	Molly
head		
face		
nose		
ears		
body		
coat		
chest		
legs		
feet		



Discuss your chart with your learning facilitator and others. Talk about which words describe the following:

- texture
- shape
- size
- colour
- other looks

Now place the descriptive words on a web like this:



Could you use any of these words to describe your own pet? If so, add them to the web you began in Activity 1.



Activity 3: "Best Friends"

Look at the photographs and drawings of other people's pets on pages 108 and 109 of *Tickle the Sun*.

Then read the character sketch each owner has written. A **character sketch** is a short piece of writing that tells about a real or imagined person or animal.



Now discuss "Best Friends" with your learning facilitator and others. Talk about questions like these:

- Which did you like better – the photographs or the drawings? Why?
- What do you think of the pet's names? One pet is not named. What name would you give it?
- Did any of the character sketches surprise you? If so, why?
- What details besides physical appearance do the owners give about their pets?
- Which pet is your favourite? Why?
- In what ways are the pets in the selection friends to their owners?
- How is your pet your friend?



Taking Off



Activity 4: Observing Your Pet



How well do you know your pet? How does your pet eat? How does your pet play? How does your pet sleep?

Watch your pet closely and try to imitate its movements.

Add the details you discover about your pet to the web you began in Activity 1. You will need to add a new category entitled *movements*.



Activity 5: Writing a Character Sketch

In this activity you will write a character sketch of your pet.



Prewriting Stage

In Activity 1 and Activity 4 you thought about how your pet looks, feels, and moves.

Now think about questions like these:

- Does your pet perform any tricks?
- Does your pet have any amusing or annoying habits?
- What makes your pet different from all others of its kind?
- Why do you like your pet?

Add these details about your pet to your web. You will need to add more categories.

You may have asked others to help you in the editing and revising stage or in the proofreading stage of your writing. But asking for their suggestions can be helpful at the prewriting stage too.



Talk about your web and drawing with a partner. Discuss questions like these:

- Are there any interesting details that you can add to your web?
- Which details on the web should you include in your character sketch?
- In which order should you write about these details? Which should you include at the beginning, middle, and end of your character sketch?

Number the details on the web to remind you of the order when you are writing.

Writing Stage

Use ideas from your drawing and web to help you write the first draft of your character sketch. Try to use the most interesting words you can to describe your pet. Double-space your first draft so you can make revisions later.

Editing and Revising Stage

Read your character sketch aloud to your partner. Have your partner pay particular attention to your word choices and to the order of details in your character sketch. Ask your partner for comments and suggestions.



Use a thesaurus to find different word choices if necessary.

Proofreading Stage

Ask your partner to help you proofread your character sketch for capitalization, overall appearance, punctuation, and spelling (COPS).

*Elementary
Language
Learning
Handbook*

Use the *Elementary Language Learning Handbook* to check rules for capitalization and punctuation. You may also want to use a dictionary to check your spelling.

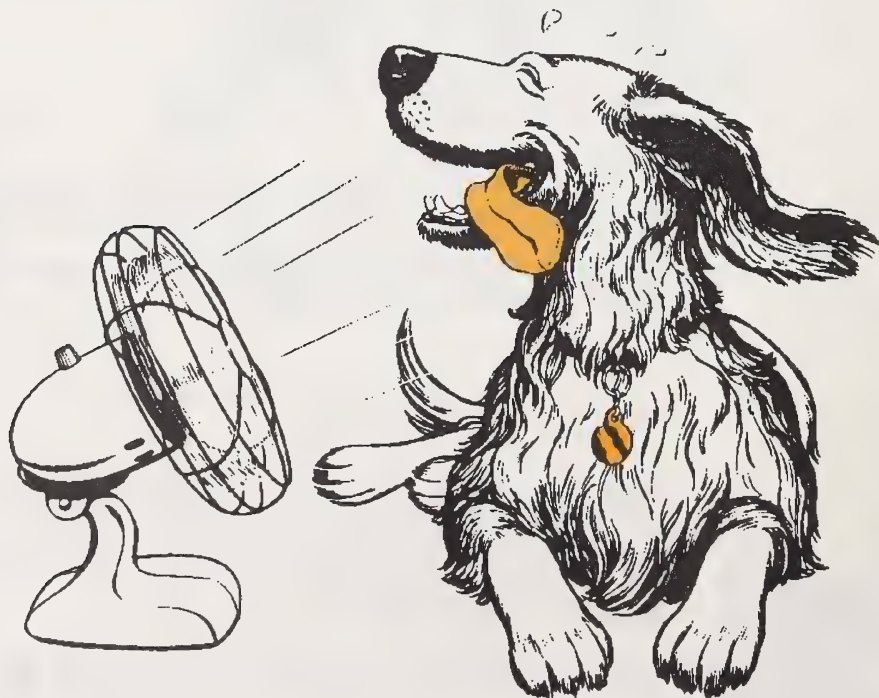
Dictionary



Celebrating Stage

Display your drawing and character sketch in your theme area.

You may want to include your drawing and character sketch with your assignment booklet for this module.





Activity 6: How Do Pets See Their Owners?



You have read about other people's pets and described your own. But have you ever thought about how pets might see their owners?



With a partner choose two pets from "Best Friends." Discuss what the pets would say about their owners. Then discuss how you could role-play this conversation. If you prefer, you may think about your own pets when you do this activity.



When you have decided what the pets would say and how you would role-play the conversation, perform the role-play for your learning facilitator and others. You may wish to record your role-play so you may include it in your assignment booklet for this module.

Views About Pets

2



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How do your feelings for your pet affect how you see and describe it? Do others see and describe your pet in the same way you do?

In Section 2 you will read two paragraphs and two poems in which the authors express different points of view about pets. You will also express your own point of view through discussion and writing.

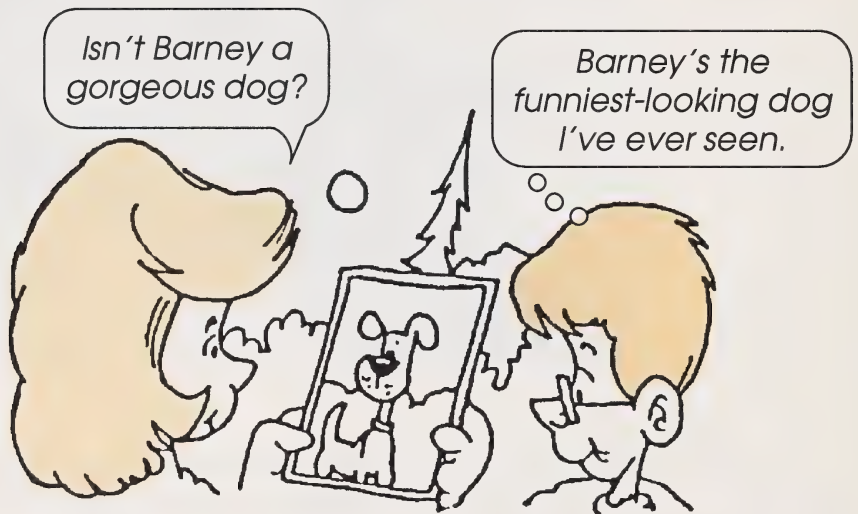




Getting Ready

Activity 1: Point of View

In Section 1 you observed or viewed your pet very carefully. Have you ever thought that other people may see your pet differently than you do?



In the cartoon each child has a different opinion or point of view about the dog's appearance.

1. Why do you think the children have different points of view?

Have you ever thought that other people may not agree with your choice of pet?



Here is what two children had to say about cockatiels as pets.

A cockatiel makes an interesting pet. With patience you can teach a cockatiel to say words and even sentences. It is fun to watch a cockatiel playing with the swing and toys in its cage. When you let a cockatiel out of the cage for exercise, it will land on your shoulder and come to your hand. Cockatiels are friendly birds.

A cockatiel makes a terrible pet. It is a lot of trouble. You have to clean a cockatiel's cage every day. A cockatiel is also messy. It throws its seeds and grit out of its cage. When a cockatiel moults, its feathers fly all over the place. I wouldn't want to let a cockatiel out of its cage for exercise because you can't house-train it. A cockatiel is just too much bother!

2. Why do you think the children have different points of view about cockatiels?



Discuss the examples with your learning facilitator and others. Talk about questions like these:

- What is point of view?
- Why do people have different points of view about animals, people, objects, and events?
- Do you think cockatiels make good pets? Why or why not?
- Has anyone ever disagreed with you about your opinion about what makes a good pet? If so, tell about your experience.



Exploring

Activity 2: "My Dog (for Teddy)"



Listen to the poem "My Dog (for Teddy)" as it is read on the companion audiocassette. Try to visualize the dog in the poem.

With your learning facilitator and others discuss the poem. Talk about questions like these:



- What does the dog look like?
- How is the dog like an eiderdown quilt?
- How is the dog like a pillow?
- How does the author describe the wind moving the hair on the dog's ears?
- How does the dog behave?
- How does the author feel about her dog? How do you know?
- What are your feelings about the ideas in the poem?



Activity 3: Charting Proofs

In the first line of “My Dog (for Teddy)” the poet writes this statement: *Everyone says that my dog is old.*



In the last line the poet writes this statement: *No, my dog is not getting old.*



What is your point of view about the dog? To help you decide, read the poem. Find details that prove the dog is old and details that prove the dog is not old.

Jot your proofs in the chart.

Proofs	
Old	Not Old
<ul style="list-style-type: none">• Everyone says that my dog is old• had him forever	<ul style="list-style-type: none">• my dog is not getting old



Discuss your completed chart with your learning facilitator and others. Talk about questions like these:

- What is your point of view about the dog? Is the dog old or not?
- Which proofs best support your opinion?
- Do you really think the poet agreed with her statement: *No, my dog is not getting old*? What makes you think so?
- Who do you think the poet is trying to convince – herself, the people who say her dog is getting old, or her readers? What makes you think so?





Activity 4: “Rags”

When writers describe animals, people, and things, they choose their words carefully to tell about colour, size, texture, shape, and movements. Sometimes writers describe by comparing as Lois Simmie did in “My Dog (for Teddy).” She said her dog was *as warm as eiderdown* and that he was *the best kind of pillow around*. These comparisons use fewer words and yet tell the reader exactly what the writer had in mind.

To write your own comparisons you need to look at an animal, person, or object to see if it reminds you of something else.



1. What do you see when you look at this dog? Does it remind you of something else? To what could you compare the dog or parts of the dog?

The dog in the picture looks similar to Sharon Stewart's dog Rags. She described Rags in this poem:

Rags

My dog is not a pretty dog
She'll never win a prize.
She looks just like a ragged mop—
It's hard to find her eyes!

Her paws, as big as dinner plates,
Leave mudprints every place,
Her tongue's a long red washcloth—
And she slurps it up my face.

Her fur's as shaggy as a bear's
And feels like wire bristle,
Her ears are droopy, floppy flags—
They perk up when I whistle.

She chases cats, she chases cars,
She never will obey.
And yesterday she bit my aunt.
I love her anyway!¹

— Sharon Stewart



¹ "Rags" a poem by Sharon Stewart. Reprinted by permission of the Canadian publishers, Ginn and Company, a Division of Gulf and Western (Canada) Limited, Toronto, Ontario.



With your learning facilitator and others discuss your ideas about the dog and ideas in the poem. Talk about questions like these:

- How does the poet feel about her dog? Why?
- What parts of her dog does she describe?
- What comparisons does the poet use to describe each part of the dog?

2. Write each comparison where you think it belongs in the chart.

as ... as	like	is, are

3. Use your ideas about the dog to write comparisons of your own.

Share the comparisons you have written with your learning facilitator and others.



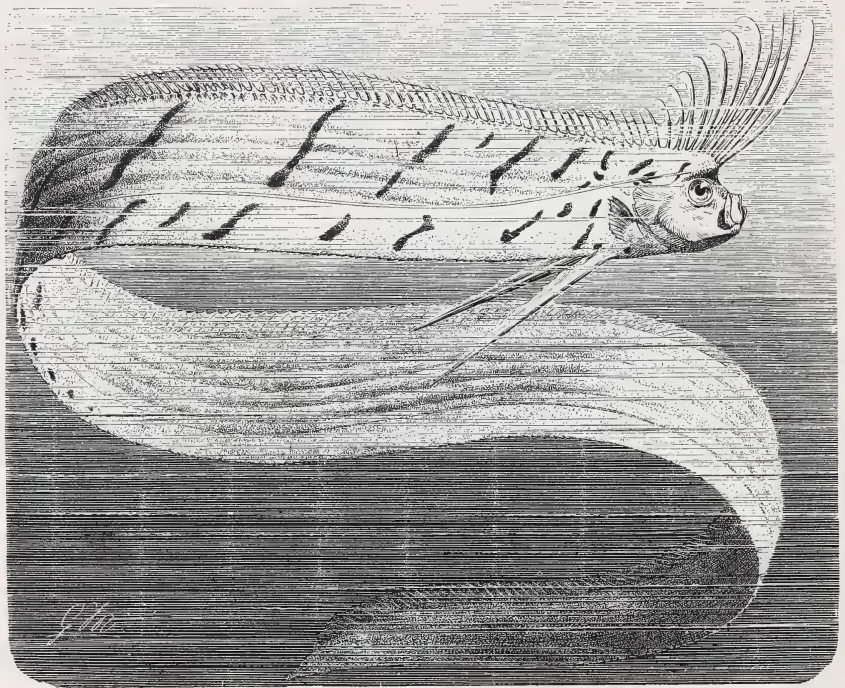
Taking Off



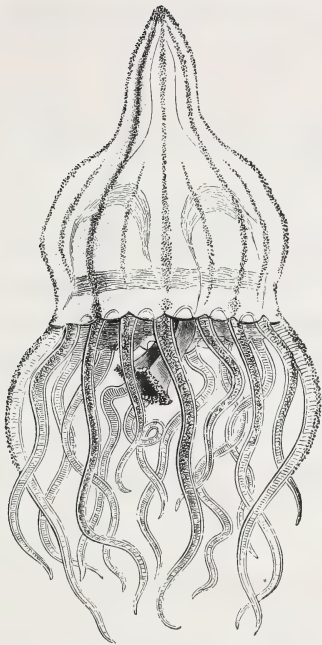
Activity 5: Using Comparisons to Describe

Look at these pictures and write comparisons to describe each of these sea animals. Try to use *as ... as*, *like*, or *is/are* types of comparisons.

1.



2.



3.



Share the comparisons you have written with your learning facilitator and others.

Using comparisons to describe gets easier the more you do it. Try writing comparisons every day.

Note: When you describe something, you do not want to confuse your readers with a lot of different comparisons. If you use more than one comparison, they should be related in some way. For example, in “Rags” most of the comparisons were to kitchen items.

You may wish to include your most interesting comparisons in your assignment booklet for this module.



Activity 6: Unusual Pets

Would a tarantula, snake, lizard, or Vietnamese pig make a good pet?



1. Choose an animal that would make an unusual pet. Put the pros and cons of having this pet in a chart. **Pros** are the arguments for having the pet. **Cons** are the arguments against having the pet.

Kind of Pet:	
Pros	Cons

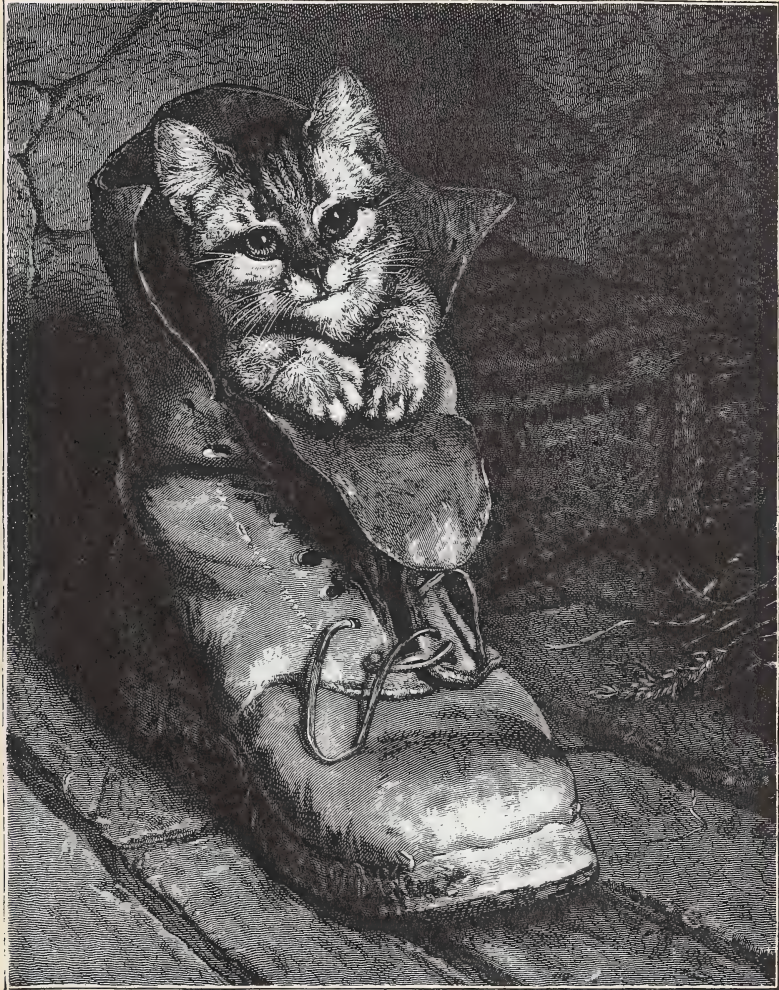
- 2. Write a paragraph from the point of view that this animal makes a good pet.
- 3. Write a paragraph from the point of view that this animal does not make a good pet.

Share your paragraphs with your learning facilitator and others.

You may wish to include your paragraphs in the assignment booklet for this module.

Feelings About Pets

3



Pets can make people laugh and cry. They can comfort people and make them annoyed. People can develop strong feelings for their pets.



In this section you will read a poem and a story written from the point of view of the pet owners.



Getting Ready

Activity 1: Your Feelings for Your Pets



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With your learning facilitator and others talk about your feelings for your present pet, pets you have had, or pets in your neighbourhood.

Recall your experiences with these pets and the times when they made you feel warm, comforted, happy, angry, sad, or some other emotion.

If you have a pet, talk about how you got it.



Activity 2: Stray Animals



In this section you will read two selections expressing feelings about stray animals.



With your learning facilitator and others discuss questions like these:

- What is a stray animal?
- What do stray cats and dogs usually look like?
- How do you feel about strays? Why?



Exploring



Activity 3: “The Stray Cat”

Listen as the poem “The Stray Cat” is read on the companion audiocassette. Try to visualize the cat.



With your learning facilitator and others discuss the poem. Talk about questions like these:



- Do you agree that the stray cat looks like the illustration on page 110 of *Tickle the Sun*. Why or why not?
- What does the cat look like? How do you know?
- What do silk, satin, and velvet feel like?
- If the stray cat’s coat does not feel like these materials, what do you think the texture is like?
- Did the ending of the poem surprise you? Why or why not?
- Did you like the way the poem ended? Why or why not?
- Why do you suppose the poet called the cat *Beauty*?
- How can something or somebody be *not pretty* and yet *beautiful*?
- Have you ever met an animal or a person that you liked immediately? What made you feel that way?
- Have you ever met people who didn’t look pretty at first and then you got to know them and they somehow became pretty? How do you explain that?



Activity 4: Reading the Poem in Parts



Discuss the structure of the poem with your learning facilitator and others. Talk about questions like these:

- The poem does not have a regular pattern of rhyme, but the end words in second and third stanzas rhyme. What are the rhyming words?
- Pairs of words or phrases grouped close together in the fourth stanza also rhyme. What are the rhyming words or phrases?



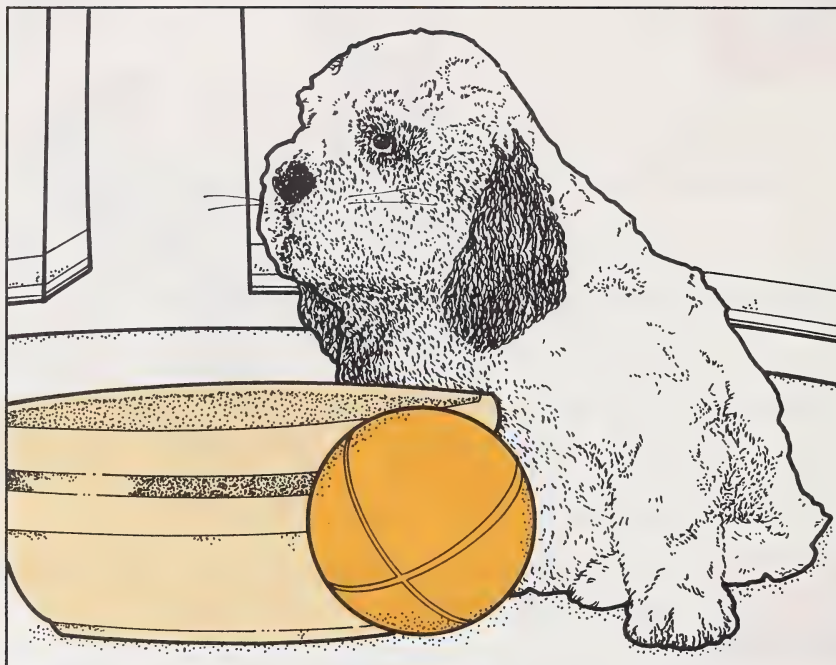
Read the poem “The Stray Cat” aloud with a partner. One of you should read the first and last stanzas. The other should read the second, third, and fourth stanzas. You may wish to record your reading.

Share your reading of the poem with your learning facilitator and others.

You may also wish to include the audiocassette with the assignment booklet for this module.



Activity 5: "The Foundling"



Some animals are strays because they were abandoned by their owners. An abandoned kitten or pup which someone finds may be called a *foundling*.



Read "The Foundling" on pages 111 to 117 of *Tickle the Sun*. Use the *I wonder ... I think ...* strategy to help you understand and enjoy the story.



Now discuss the story with your learning facilitator and others. Talk about questions like these:

- Whose story is this – Christopher's, his dad's, his mom's, the neighbours's, the dog's? How do you know?
- How did Christopher feel at the beginning of the story and at the end?

- Is this a happy story, a sad story, or both? Explain.
- Did the story end the way you wanted it to? Why or why not?
- Why do you think Christopher felt so confused about not wanting another dog?
- Why did Christopher take Ben but not the puppy in the animal shelter?
- Do you think Christopher was unfaithful to Bodger by getting a new pet? In what ways might it be a compliment to a pet that has died to get another one?
- How did you feel about the characters in the story? Which did you like? Which didn't you like? Why?
- Have you ever refused to let someone in your family help you solve a problem? Why? How did you feel? How do you think the person felt?





Taking Off



Activity 6: Summarizing the Story “The Foundling”

In this activity you will summarize the story “The Foundling.” A summary is a brief account that gives the main events of the story.

1. List the six most important events from “The Foundling.”

[illegible]

2. Number the events in the order they happened.

- Use your numbered list of events to retell the story “The Foundling” to your learning facilitator and others.



Talk about what you think makes a good summary.



Activity 7: Telling a Story from Different Points of View

Each person sees events in a different way. So when different people tell the same story, each version will be slightly different because of the different points of view.

Notice how the following story is told from four different points of view.

The Neighbour's Story

There is Jack going out into his backyard with a pail of sunflower seeds for the bird feeder. He's late this morning.

“Jack, don't forget to empty the garbage.”

That's Jack's wife Vera calling from the house.

“I won't, Vera”

Gee, Jack and Vera have scared the chickadee at the feeder away.

Jack's Story

My gosh, I'm late with the seeds this morning. I hope the birds won't be upset. It's been a hard winter and I'll bet they are grateful for this free food. Oh, there's a chickadee at the feeder. I don't want to scare him off, but I've got to fill the feeder. Sorry, little fellow.

"Jack, don't forget to empty the garbage."

There's Vera; she's always wanting me to do something. I'd like to have just one day when she doesn't have anything for me to do.

"I won't, Vera."

Maybe if I just sit here for a while and watch the birds she'll forget about the garbage.

Vera's Story

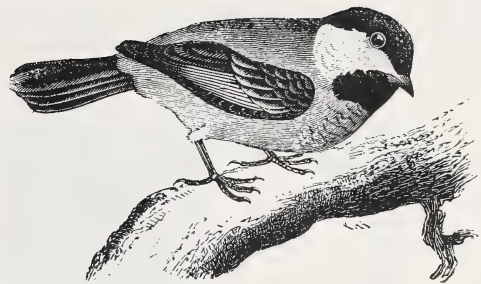
Well, there he goes again, feeding those pesky birds. He spends more time looking after them than he does doing useful things around here. I'll bet he's forgotten the garbage again, Well, I'll remind him.

"Jack, don't forget to empty the garbage!"

My guess is he still won't remember. Sometimes I think he forgets on purpose just to get my goat.

"I won't, Vera."

I'll have to see that to believe it. I sure wish he'd try a little harder to contribute around here. It's not easy on me, doing all the work on this acreage.



The Chickadee’s Story

All right, what’s going on here? Did that character sleep in again? There’s not much food left in this feeder. I guess the greedy blue jays beat me again. It wouldn’t be so bad if they would just eat and leave, but they want to carry it all away.

What’s that? Oh, it’s just the man coming to fill up the feeder. I’d better get out of his way for a minute. I’ll just zip over to that branch until he is finished.

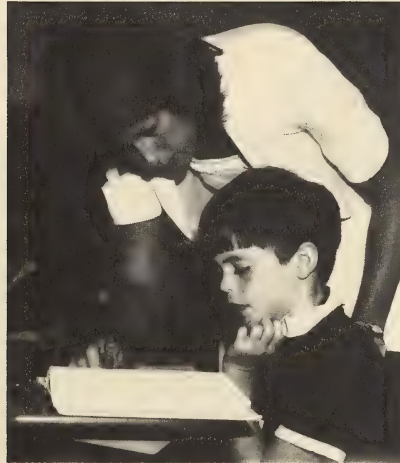
“The Stray Cat” was told from the owner’s point of view. “The Foundling” was told from Christopher’s point of view. Now you can retell one of the stories from a different point of view by doing one of the following:

1. Pretend you are Beauty and retell the story of “The Stray Cat” from your point of view.
2. Pretend you are Christopher’s father and retell the story of the visit to the pet store from your point of view.
3. Pretend you are Ben and retell the story of your adoption from your point of view.



Tell the story to your learning facilitator and others. You may also want to record your story and include it with your assignment booklet for this module.

Module Follow Up



In Module 5 you thought about description. You discovered that authors use strong descriptive words and comparisons in poems and stories. You also explored how the points of view of authors affect the details they include in their poems and stories.

Do you need more help or practice with the concept of point of view?

Would you like to extend some of the ideas from Module 5 by doing these activities?



- watching the video *The Foundling*
- visiting an animal shelter
- brainstorming *-ling* words
- describing more animals



Talk to your learning facilitator about which Extra Help and Enrichment activities you should do.



Extra Help



Activity 1: Tara's Point of View



Everyone has a point of view about specific topics. People's individual experiences, feelings, and tastes help form their points of view.

Read the story "Tara and the Birds" to discover what Tara's point of view about birds is at the beginning and at the end of the story, and why her point of view changes.

Tara and the Birds

It had been raining all afternoon. Tara stood by the kitchen window and traced a raindrop as it slid down the outside of the glass. She followed it with her finger till it stopped at the ledge, then looked up for another. That was when she saw the bird. It stood on the clothesline, flapping its wings but not flying. Something was wrong with its feet.



Tara didn't like birds. They squawked in her window and peered at her with beady eyes. Just thinking of their sharp beaks and dry, scratching claws gave her goose pimples.

The rain turned to ice and struck the glass with clattering pellets. Through the frosty pane Tara could see other birds clinging to the line. Beyond, where the clothesline joined the garage, more birds were bathing in the gutter under the roof. The moment they climbed out, dripping wet, onto the line, their feet froze fast to the cord.

One bird after another stuck to the clothesline, like a row of wooden puppets. By now, the first bird had stopped fluttering. Its soggy feathers were slowly turning to ice.

Tara watched in horror. She didn't like the thought of touching birds, but she couldn't just stand by the window and let them freeze. She hesitated, then pulled on her jacket and ran outside to the clothesline stoop. She yanked the line toward her, knocking its icy coating into the pulley. The first brown bird trembled as it looked at her.

"Why, you're more scared than I am. Don't be afraid. I'm going to help you."

Tara cupped one hand over the bird's icy claws. With her other hand, she made a warm cocoon over its body, holding the small, shivering creature until her fingers ached. Finally, she

tried to loosen the frozen claws that were wound tightly around the line. The bird struggled feebly. One foot came loose. Then the other. The wings under Tara's hand moved a little.

"You can do it, little bird. Come on! Flap your wings." She pushed gently against the backs of its thighs where pale yellow wing feathers joined the dark body.

"Fly away, little bird!"

The bird fluttered, then flew to a tall spruce tree. Tara rubbed her hands together, warmed them with her breath, and started to work thawing out the feet of the second bird in line. Then the third. Soon all the birds were nestled safely in the spruce tree. Tara knew if any more landed in the gutter, they would skate, not swim. By now even the bristles of grass were like icicles.

Tara tried to warm her frozen hands in the sleeves of her jacket and called out, "Fly away, little birds. And if you come back tomorrow, there'll be food for you."

- Margaret Higham

1. a. What were Tara's feelings about birds at the beginning of the story?

b. Why did she feel this way?

2. a. What were Tara’s feelings about birds at the end of the story?

b. What caused Tara to change her point of view about birds?



Talk about “Tara and the Birds” with your learning facilitator and others. Discuss Tara’s change in point of view about birds. Also talk about questions like these:

- Is there an animal which you do not like? If so, explain why you feel this way?
- Have you ever changed your opinion of an animal or a person? What brought about your change in point of view?
- How would the story be told from the bird's point of view?

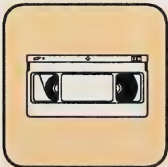
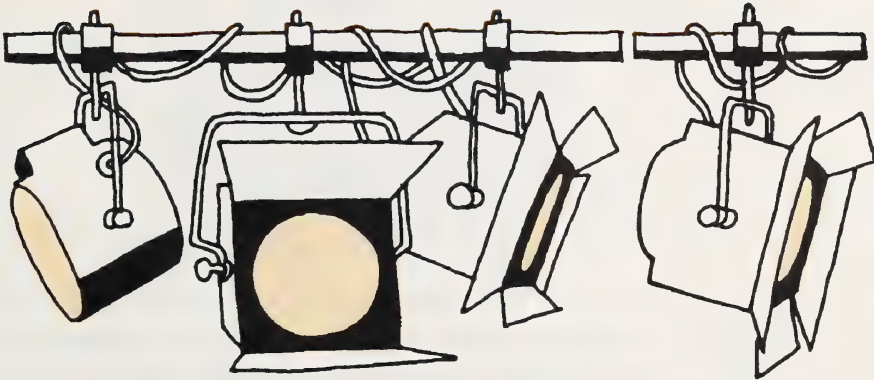




Enrichment



Activity 2: Viewing *The Foundling*



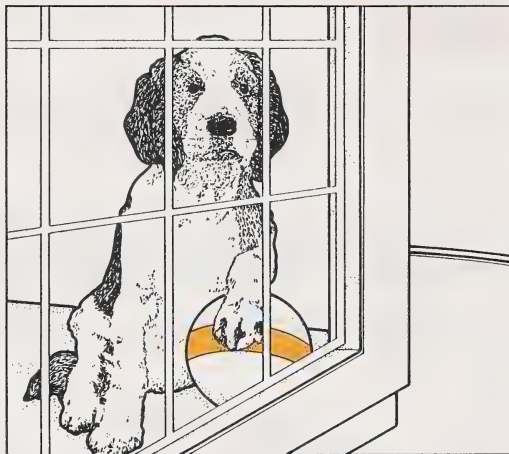
A video has been made of the story *The Foundling*. Watch the video to see if the characters, setting, and action in the video version are the way you visualized them.

After viewing the video, discuss it with your learning facilitator and others. Discuss questions like these:

- Which did you enjoy more – the story or the video? Why?
- How was the video similar or different from the way you imagined the story?



Activity 3: Visiting an Animal Shelter



Have you ever been to an animal shelter such as one run by the Society for the Prevention of Cruelty to Animals (SPCA)? If not, you may wish to visit one to find the answers to these questions:

- What should children do when they come across a stray dog or cat?
- Why may strays be dangerous?
- What kinds of animals are brought to the SPCA?
- What are the reasons for strays?
- What must you do to buy a pet from an SPCA shelter?

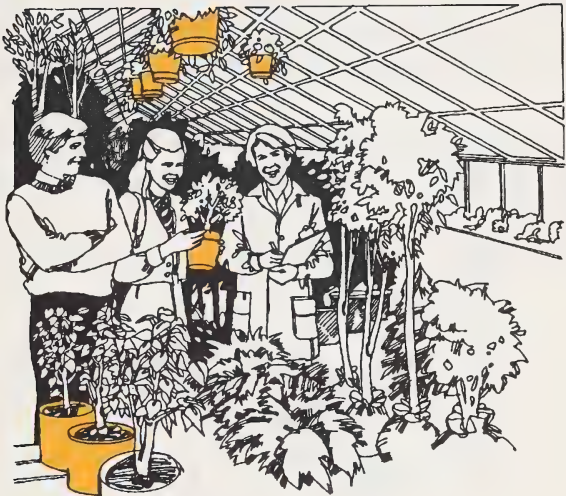


Discuss what you have learned about animal shelters with your learning facilitator and others.

You may wish to write about what you have learned to include with your assignment booklet for this module.



Activity 4: Words Ending in *-ling*



The word *foundling* ends in *-ling*. Many other words have the same ending. Here are two examples: *sapling* and *seedling*. A sapling is a young tree. A seedling is a young plant. Many words for animals also end in *-ling*.



With your learning facilitator and others brainstorm a list of words that end in *-ling*.

Now discuss questions like these:

- ★ What do you think the ending *-ling* means?
- ★ What do each of the words on your list mean?

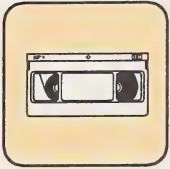


You may wish to use a dictionary to check the meaning of each word on your list.



Activity 5: Describing More Animals

View the video *THE WORD SHOP: Poems and Description* to learn more about using description in your own writing.



At the end of the video there is a series of photographs of wild animals. Choose one of the animals to describe.

If you prefer you may use a photograph or picture from a magazine or other source.

Use what you have learned in this module to create as vivid a word picture of the animal as you can.

Module Conclusion

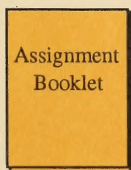


In this module you read descriptions of pets written from the point of view of their owners and others. You observed a pet and wrote your own character description and comparisons. Through discussion, writing, role-playing, and retelling events, you also explored and expressed various points of view about pets.



Assignment

Now you are ready to share what you learned in Module 5 with your teacher.



MODULE 5 ASSIGNMENTS

Turn to your Assignment Booklet and do the assignments for this module.



Language Learning Level 5 is available in themes
or complete packages. Individual booklets cannot
be purchased separately.

